



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 11461375
SAU: Saco School Department
School: C K Burns School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science and Technology Results	10-12

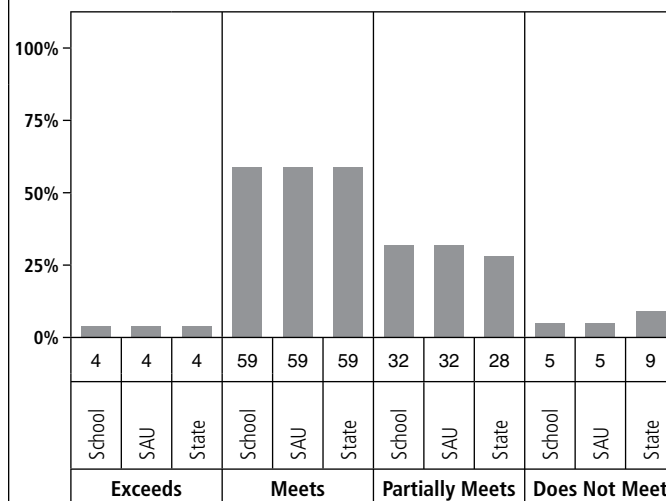
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

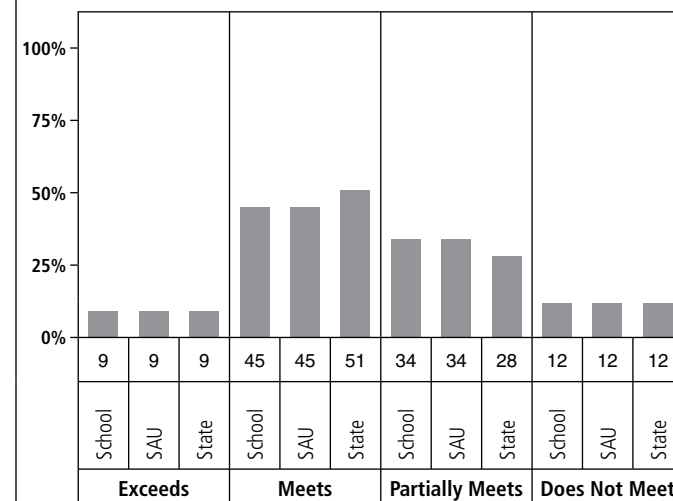
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	445	445	444
2006–2007	444	444	445
2007–2008	445	445	445
Cum. Avg. *	445	445	445
Mathematics			
2005–2006	446	446	444
2006–2007	444	444	445
2007–2008	444	444	445
Cum. Avg. *	445	445	445
Science & Technology			
2005–2006	444	444	444
2006–2007	443	443	444
2007–2008	443	443	444
Cum. Avg. *	443	443	444

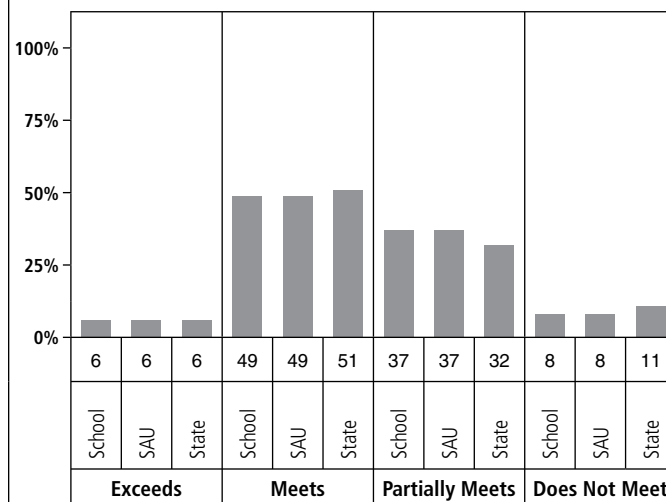
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics						Science and Technology						School			SAU		
	School		SAU		State		School		SAU		State		School		SAU		State													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	195	100	195	100	14207	100	195	100	195	100	14181	100	195	100	195	100	14123	100	195	100	195	100	14115	99						
Ethnicity African American/Black	4	2	4	2	390	3	4	100	4	100	388	99	4	100	4	100	388	99	4	100	4	100	386	99						
American Indian or Native Alaskan	0	0	0	0	101	1	0	0	0	0	101	100	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	2	1	2	1	263	2	2	100	2	100	259	98	2	100	2	100	262	100	2	100	2	100	262	100						
Hispanic	2	1	2	1	170	1	2	100	2	100	168	99	2	100	2	100	166	98	2	100	2	100	166	98						
Caucasian/White	187	96	187	96	13282	93	187	100	187	100	13264	100	187	100	187	100	13205	100	187	100	187	100	13199	99						
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100						
Identified disability	30	15	30	15	2524	18	30	100	30	100	2514	100	30	100	30	100	2498	99	30	100	30	100	2494	99						
Current LEP	2	1	2	1	385	3	2	100	2	100	377	98	2	100	2	100	383	99	2	100	2	100	380	99						
Economically disadvantaged	49	25	49	25	5587	39	49	100	49	100	5569	100	49	100	49	100	5538	99	49	100	49	100	5534	99						
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	155	79	155	79	10755	76	158	81	158	81	10730	76	159	82	159	82	10776	76						
Identified disability (PET/IEP)	6	4	6	4	375	3	5	3	5	3	374	3	6	4	6	4	384	4						
LEP	1	1	1	1	148	1	1	1	1	1	148	1	1	1	1	1	150	1						
504 plan	2	1	2	1	114	1	2	1	2	1	114	1	2	1	2	1	115	1						
Participation with accommodations	38	19	38	19	3298	23	35	18	35	18	3267	23	34	17	34	17	3215	23						
Identified disability (PET/IEP)	22	58	22	58	2013	61	23	66	23	66	1998	61	22	65	22	65	1986	62						
LEP	1	3	1	3	225	7	1	3	1	3	233	7	1	3	1	3	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	15	39	15	39	1046	32	11	31	11	31	1023	31	11	32	11	32	987	31						
Participation through alternate assessment (PAAP)	2	1	2	1	126	1	2	1	2	1	126	1	2	1	2	1	124	1						
Identified disability (PET/IEP)	2	100	2	100	126	100	2	100	2	100	126	100	2	100	2	100	124	100						
LEP	0	0	0	0	2	2	0	0	0	0	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	0	0	0	0	11	0	0	0	0	0	68	0	0	0	0	0	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	12	7	12	7	601	4
	2006-2007	6	3	6	3	507	4
	2007-2008	8	4	8	4	559	4
	Cum. Total*	26	5	26	5	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	99	56	99	56	7910	57
	2006-2007	130	63	129	63	8749	63
	2007-2008	114	59	114	59	8308	59
	Cum. Total*	343	60	342	59	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	46	26	46	26	3970	29
	2006-2007	50	24	51	25	3467	25
	2007-2008	61	32	61	32	3922	28
	Cum. Total*	157	27	158	27	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	19	11	20	11	1421	10
	2006-2007	19	9	19	9	1165	8
	2007-2008	10	5	10	5	1264	9
	Cum. Total*	48	8	49	9	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	30.0	62.5	30.0	62.5	29.7	61.9
Literary Text	24	50	16.1	67.1	16.1	67.1	15.5	64.6
Informational Text	24	50	13.9	57.9	13.9	57.9	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	193	8	4	114	59	61	32	10	5	445	193	4	59	32	5	445	14053	4	59	28	9	445
Ethnicity																						
African American/Black	4										4						384	1	36	35	28	438
American Indian or Native Alaskan	0										0						101	1	46	44	10	442
Asian or Pacific Islander	2										2						259	6	61	22	11	445
Hispanic	2										2						164	0	45	38	16	440
Caucasian/White	185	8	4	109	59	59	32	9	5	445	185	4	59	32	5	445	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	28	0	0	6	21	17	61	5	18	437	28	0	21	61	18	437	2388	0	29	44	26	437
No	165	8	5	108	65	44	27	5	3	447	165	5	65	27	3	447	11665	5	65	25	6	446
Current LEP																						
Yes	2										2						373	1	32	35	32	436
No	191	8	4	112	59	61	32	10	5	445	191	4	59	32	5	445	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	48	0	0	21	44	20	42	7	15	440	48	0	44	42	15	440	5502	1	47	37	14	441
No	145	8	6	93	64	41	28	3	2	447	145	6	64	28	2	447	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	193	8	4	114	59	61	32	10	5	445	193	4	59	32	5	445	14048	4	59	28	9	445
Gender																						
Female	94	2	2	62	66	27	29	3	3	446	94	2	66	29	3	446	6959	5	61	26	8	446
Male	99	6	6	52	53	34	34	7	7	445	99	6	53	34	7	445	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	4	36	7	64	0	0	439	11	0	36	64	0	439	1890	0	37	46	17	439
No	182	8	4	110	60	54	30	10	5	446	182	4	60	30	5	446	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										0						266	21	74	4	0	456
No	193	8	4	114	59	61	32	10	5	445	193	4	59	32	5	445	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	20	3	60	1	20	437	3	0	20	60	20	437	5	1	42	36	21	440
B. less than one hour	79	6	4	97	64	43	28	6	4	446	79	4	64	28	4	446	74	4	62	27	7	445
C. one to two hours	17	2	6	14	44	14	44	2	6	445	17	6	44	44	6	445	18	5	59	29	7	446
D. more than two hours	2	0	0	2	50	1	25	1	25	442	2	0	50	25	25	442	2	3	32	34	31	438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	27	4	8	28	54	16	31	4	8	446	27	8	54	31	8	446	30	6	63	24	7	446
B. They match some of what I have learned.	56	4	4	68	62	35	32	2	2	446	56	4	62	32	2	446	52	4	63	27	6	446
C. They match just a little of what I have learned.	15	0	0	16	57	10	36	2	7	442	15	0	57	36	7	442	12	2	46	37	15	441
D. There is no match.	2	0	0	2	50	0	0	2	50	439	2	0	50	0	50	439	5	0	33	40	26	437
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	33	2	3	42	67	17	27	2	3	447	33	3	67	27	3	447	35	7	66	20	6	448
B. good	55	6	6	66	62	29	27	6	6	446	55	6	62	27	6	446	51	3	60	29	7	445
C. fair	10	0	0	5	25	13	65	2	10	439	10	0	25	65	10	439	12	1	44	40	16	440
D. poor	2	0	0	1	33	2	67	0	0	441	2	0	33	67	0	441	2	0	23	47	30	436
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	24	0	0	20	43	24	52	2	4	441	24	0	43	52	4	441	19	2	46	34	17	442
B. about the same as my regular schoolwork	63	7	6	79	66	29	24	5	4	447	63	6	66	24	4	447	62	5	64	26	5	446
C. easier than my regular schoolwork	13	1	4	15	60	6	24	3	12	444	13	4	60	24	12	444	18	3	58	29	10	444
How hard were the reading passages on this test?																						
A. Most of the passages were more difficult than what I usually read.	18	0	0	14	41	16	47	4	12	441	18	0	41	47	12	441	14	0	32	46	22	438
B. Most of the passages were about the same as what I usually read.	55	4	4	62	60	33	32	4	4	445	55	4	60	32	4	445	52	3	62	28	7	445
C. Most of the passages were easier than what I usually read.	27	4	8	34	67	11	22	2	4	448	27	8	67	22	4	448	33	7	68	20	5	448
How much time do you spend reading at home each day?																						
A. more than one hour	17	2	6	15	47	14	44	1	3	445	17	6	47	44	3	445	18	7	64	22	7	447
B. 20 minutes to an hour	60	5	4	77	67	26	23	7	6	446	60	4	67	23	6	446	55	4	64	26	6	446
C. less than 20 minutes	14	1	4	14	52	11	41	1	4	445	14	4	52	41	4	445	14	2	53	33	12	443
D. I rarely read at home.	10	0	0	8	42	10	53	1	5	442	10	0	42	53	5	442	13	1	44	39	16	441
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	24	2	4	25	54	17	37	2	4	444	24	4	54	37	4	444	23	3	50	34	13	442
B. six to ten pages	25	1	2	28	58	15	31	4	8	444	25	2	58	31	8	444	25	3	60	29	8	444
C. eleven or more pages	50	5	5	61	64	25	26	4	4	447	50	5	64	26	4	447	52	5	64	24	6	446
Optional school/SAU question																						
A.	67	0	0	2	50	2	50	0	0	445	67	0	50	50	0	445						
B.	33	0	0	1	50	1	50	0	0	444	33	0	50	50	0	444						
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	11	6	11	6	1294	9
	2006-2007	16	8	16	8	1054	8
	2007-2008	18	9	18	9	1321	9
	Cum. Total*	45	8	45	8	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	111	62	111	62	7000	50
	2006-2007	103	50	102	50	7394	53
	2007-2008	87	45	87	45	7079	51
	Cum. Total*	301	52	300	52	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	37	21	38	21	3784	27
	2006-2007	57	28	57	28	3729	27
	2007-2008	65	34	65	34	3955	28
	Cum. Total*	159	28	160	28	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	19	11	19	11	1894	14
	2006-2007	29	14	30	15	1735	12
	2007-2008	23	12	23	12	1642	12
	Cum. Total*	71	12	72	12	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.5	63.3
Cluster 2: Shape and Size	14	29	9.2	65.7	9.2	65.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.3	66.0	3.4	68.0
Cluster 4: Patterns	14	29	9.3	66.4	9.3	66.4	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	193	18	9	87	45	65	34	23	12	444	193	9	45	34	12	444	13997	9	51	28	12	445
Ethnicity																						
African American/Black	4										4						386	4	26	34	36	434
American Indian or Native Alaskan	0										0						101	3	46	41	11	442
Asian or Pacific Islander	2										2						262	14	51	23	12	447
Hispanic	2										2						162	4	41	34	21	440
Caucasian/White	185	17	9	84	45	61	33	23	12	444	185	9	45	33	12	444	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	28	1	4	6	21	10	36	11	39	433	28	4	21	36	39	433	2372	3	31	36	30	436
No	165	17	10	81	49	55	33	12	7	446	165	10	49	33	7	446	11625	11	54	27	8	447
Current LEP																						
Yes	2										2						381	4	33	28	35	435
No	191	18	9	86	45	64	34	23	12	444	191	9	45	34	12	444	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	48	1	2	18	38	19	40	10	21	438	48	2	38	40	21	438	5472	5	41	35	19	440
No	145	17	12	69	48	46	32	13	9	446	145	12	48	32	9	446	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	193	18	9	87	45	65	34	23	12	444	193	9	45	34	12	444	13992	9	51	28	12	445
Gender																						
Female	94	6	6	37	39	39	41	12	13	442	94	6	39	41	13	442	6933	9	50	29	12	445
Male	99	12	12	50	51	26	26	11	11	446	99	12	51	26	11	446	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	4	36	6	55	1	9	439	11	0	36	55	9	439	1890	2	34	41	23	438
No	182	18	10	83	46	59	32	22	12	444	182	10	46	32	12	444	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										0						266	45	49	5	0	461
No	193	18	9	87	45	65	34	23	12	444	193	9	45	34	12	444	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	1	20	0	0	2	40	2	40	432	3	20	0	40	40	432	5	6	34	33	27	438
B. less than one hour	79	15	10	71	47	48	32	18	12	444	79	10	47	32	12	444	74	10	52	28	10	446
C. one to two hours	17	2	6	15	47	13	41	2	6	444	17	6	47	41	6	444	18	10	52	28	10	446
D. more than two hours	2	0	0	1	25	2	50	1	25	437	2	0	25	50	25	437	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	35	10	15	37	54	19	28	2	3	448	35	15	54	28	3	448	38	13	56	23	8	448
B. They match some of what I have learned.	51	7	7	46	47	32	33	13	13	444	51	7	47	33	13	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	12	1	4	1	4	13	57	8	35	432	12	4	4	57	35	432	10	4	35	39	22	439
D. There is no match.	2	0	0	2	67	1	33	0	0	442	2	0	67	33	0	442	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	11	15	41	57	16	22	4	6	449	37	15	57	22	6	449	35	16	55	20	8	449
B. good	46	7	8	39	44	34	39	8	9	443	46	8	44	39	9	443	48	7	52	31	11	445
C. fair	16	0	0	7	23	13	42	11	35	434	16	0	23	42	35	434	14	3	41	38	18	440
D. poor	1	0	0	0	0	2	100	0	0	433	1	0	0	100	0	433	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	20	1	3	16	42	11	29	10	26	438	20	3	42	29	26	438	15	4	38	33	25	439
B. about the same as my regular schoolwork	67	15	12	59	46	47	36	8	6	446	67	12	46	36	6	446	64	10	54	28	9	446
C. easier than my regular schoolwork	13	2	8	12	46	7	27	5	19	441	13	8	46	27	19	441	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	23	2	5	14	32	19	43	9	20	439	23	5	32	43	20	439	23	8	47	29	16	443
B. two or three days a week	47	11	12	48	53	24	26	8	9	447	47	12	53	26	9	447	36	11	54	27	9	447
C. two or three times each month	19	3	8	17	47	12	33	4	11	444	19	8	47	33	11	444	25	10	53	27	10	446
D. never or almost never	11	2	9	8	36	10	45	2	9	441	11	9	36	45	9	441	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	6	0	0	1	9	8	73	2	18	434	6	0	9	73	18	434	5	3	30	33	33	436
B. two or three days a week	21	0	0	20	49	16	39	5	12	441	21	0	49	39	12	441	19	8	50	30	12	445
C. two or three times each month	43	13	16	42	51	22	27	6	7	448	43	16	51	27	7	448	38	11	55	26	8	447
D. never or almost never	30	5	9	24	41	19	33	10	17	442	30	9	41	33	17	442	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	5	0	0	5	56	2	22	2	22	438	5	0	56	22	22	438	8	3	33	38	25	438
B. 30–45 minutes	24	2	4	19	40	19	40	7	15	440	24	4	40	40	15	440	27	6	48	33	13	443
C. 45–60 minutes	16	2	6	14	45	14	45	1	3	443	16	6	45	45	3	443	38	11	54	26	9	447
D. more than 60 minutes	55	14	13	49	47	29	28	13	12	447	55	13	47	28	12	447	26	13	55	23	9	448
Optional school/SAU question																						
A.	67	1	25	0	0	2	50	1	25	440	67	25	0	50	25	440						
B.	33	0	0	0	0	1	50	1	50	432	33	0	0	50	50	432						
C.	0										0											
D.	0										0											

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	9	5	9	5	751	5
	2006-2007	11	5	11	5	963	7
	2007-2008	12	6	12	6	882	6
	Cum. Total*	32	6	32	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	98	55	98	55	7251	52
	2006-2007	100	49	99	48	6824	49
	2007-2008	94	49	94	49	7130	51
	Cum. Total*	292	51	291	50	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	52	29	52	29	4514	32
	2006-2007	70	34	71	35	4382	32
	2007-2008	72	37	72	37	4433	32
	Cum. Total*	194	34	195	34	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	19	11	20	11	1458	10
	2006-2007	24	12	24	12	1735	12
	2007-2008	15	8	15	8	1546	11
	Cum. Total*	58	10	59	10	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.7	64.2	7.7	64.2	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.9	57.5	6.9	57.5	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	7.5	62.5	7.5	62.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	7.8	65.0	7.8	65.0	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslat/gles.htm>.



SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Saco School Department
 School: C K Burns School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	193	12	6	94	49	72	37	15	8	443	193	6	49	37	8	443	13991	6	51	32	11	444
Ethnicity																						
African American/Black	4										4						385	2	27	35	36	434
American Indian or Native Alaskan	0										0						101	3	44	44	10	441
Asian or Pacific Islander	2										2						262	5	52	28	14	443
Hispanic	2										2						162	2	38	39	21	439
Caucasian/White	185	10	5	92	50	69	37	14	8	443	185	5	50	37	8	443	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	28	0	0	5	18	15	54	8	29	434	28	0	18	54	29	434	2370	2	32	41	25	437
No	165	12	7	89	54	57	35	7	4	445	165	7	54	35	4	445	11621	7	55	30	8	445
Current LEP																						
Yes	2										2						379	1	25	35	39	433
No	191	11	6	94	49	71	37	15	8	443	191	6	49	37	8	443	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	48	0	0	20	42	21	44	7	15	438	48	0	42	44	15	438	5470	3	41	39	18	440
No	145	12	8	74	51	51	35	8	6	445	145	8	51	35	6	445	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	193	12	6	94	49	72	37	15	8	443	193	6	49	37	8	443	13986	6	51	32	11	444
Gender																						
Female	94	3	3	49	52	34	36	8	9	443	94	3	52	36	9	443	6929	6	49	33	12	443
Male	99	9	9	45	45	38	38	7	7	444	99	9	45	38	7	444	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	11	0	0	1	9	10	91	0	0	437	11	0	9	91	0	437	1888	1	32	44	23	437
No	182	12	7	93	51	62	34	15	8	444	182	7	51	34	8	444	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										0						266	30	65	5	1	457
No	193	12	6	94	49	72	37	15	8	443	193	6	49	37	8	443	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Saco School Department
School: C K Burns School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	3	0	0	1	20	3	60	1	20	431	3	0	20	60	20	431	5	4	37	36	22	439
B. less than one hour	79	11	7	79	52	49	32	13	9	444	79	7	52	32	9	444	74	6	53	31	10	444
C. one to two hours	17	1	3	14	44	16	50	1	3	443	17	3	44	50	3	443	18	7	52	32	8	445
D. more than two hours	2	0	0	0	0	4	100	0	0	434	2	0	0	100	0	434	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	22	2	5	22	52	16	38	2	5	444	22	5	52	38	5	444	24	9	53	28	10	446
B. They match some of what I have learned.	57	9	8	55	50	37	34	8	7	444	57	8	50	34	7	444	49	6	54	31	9	445
C. They match just a little of what I have learned.	18	1	3	16	47	14	41	3	9	442	18	3	47	41	9	442	21	4	47	36	13	442
D. There is no match.	4	0	0	1	14	4	57	2	29	433	4	0	14	57	29	433	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	20	5	13	21	54	10	26	3	8	446	20	13	54	26	8	446	25	9	53	27	10	446
B. good	67	7	5	65	50	50	39	7	5	444	67	5	50	39	5	444	54	6	55	30	9	445
C. fair	13	0	0	8	32	12	48	5	20	437	13	0	32	48	20	437	19	3	43	40	15	441
D. poor	0										0						3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	24	1	2	22	48	19	41	4	9	441	24	2	48	41	9	441	22	5	45	35	15	442
B. about the same as my regular schoolwork	65	10	8	64	52	43	35	7	6	445	65	8	52	35	6	445	62	7	53	31	9	445
C. easier than my regular schoolwork	11	1	5	8	40	7	35	4	20	442	11	5	40	35	20	442	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	39	1	1	37	49	31	41	6	8	442	39	1	49	41	8	442	24	7	48	33	12	444
B. a few times a week	54	9	9	55	53	34	33	6	6	445	54	9	53	33	6	445	53	7	54	31	9	445
C. once a week	2	0	0	0	0	3	75	1	25	427	2	0	0	75	25	427	9	6	46	33	15	442
D. a few times a month	4	1	13	2	25	4	50	1	13	443	4	13	25	50	13	443	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	12	1	5	11	50	8	36	2	9	442	12	5	50	36	9	442	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	48	6	7	40	44	39	43	6	7	443	48	7	44	43	7	443	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	16	1	3	13	43	12	40	4	13	440	16	3	43	40	13	440	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	25	4	8	29	60	12	25	3	6	446	25	8	60	25	6	446	22	9	55	26	9	446
Optional school/SAU question																						
A.	67	1	25	0	0	2	50	1	25	442	67	25	0	50	25	442						
B.	33	0	0	1	50	1	50	0	0	444	33	0	50	50	0	444						
C.	0										0											
D.	0										0											